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AUTHOR	Rush, Donald E.; Fifer, Fred L.
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ABSTRACT

The impact which program evaluation and subsequent short-term in-service education efforts had upon the curricular programs of two distinctly different school settings was assessed. In addition, the appropriateness of the Kunkel-McElhinney model of curriculum evaluation, as perceived by professional school personnel, was examined and assessed. The study data were collected from written reports, structured interviews, and questionnaires. The evaluation process utilized by George Peabody College for Teachers requires that identification and presentation of findings, implications, and recommendations be conducted on a team basis. The acceptance or rejection of data, a finding, an implication, or a recommendation is the prerogative of the professional personnel whose program is being evaluated. In-service education based on program evaluation requires the involvement and commitment on the part of the professional school personnel. Data are presented on the program evaluation of two schools: Lipscomb Elementary School, Williamson County, Tennessee, and Highland Heights Junior High School, Nashville, Tennessee. As a result of the evaluations, it was concluded that: (1) the Kunkel-McElhinney model is an effective instrument for collecting data and accurately describing the teaching-learning situation of a given school; a majority of the te chers found it appropriate and of good quality; (2) program evaluation can lend both structure and meaning to an ensuing in-service education program based on its findings and recommendations; and (3) participation in a program evaluation enhances the possibility of teacher involvement in and commitment to desirable curricular change. (DB)

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IN-SERVICE EDUCATION BASED ON PROGRAM EVALUATION: AN ASSESSMENT OF THE IMMEDIATE PERCEIVED BENEFITS RESULTING FROM AN EVALUATIVE PROCESS

A PAPER

SUBMITTED TO THE ANNUAL AERA CONVENTION

by

DONALD E. RUSH
GEORGE PEABODY COLLEGE FOR TEACHERS

FRED L. FIFER
GEORGE PEABODY COLLEGE FOR TEACHERS

NEW ORLEANS, LOUISIANA

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CHAPTER I

INTRODUCTION

Overview of Theoretical Evaluation Model

The Kunkel-McElhinney model of curriculum evaluation is based upon two assumptions. One, education is that which children perceive as happening to them as a result of attending school. Two, education is that which school personnel do to influence students. Thus, the evaluation of an existing school building's program and the task of an evaluation team is to provide the professional personnel with an accurate description of these aspects upon which to base the selection of appropriate curricular alternatives. In the judgment of Kunkel-McElhinney, curriculum evaluation may best be accomplished through a systematic process which utilizes structured interviews administered to all professional school personnel and to a percentage of the student body. In addition, questionnaires are administered to all professional personnel and students (Grades 4-12). In the preschool, primary grades and certain special education situations, classroom observations are substituted in lieu of student questionnaires so as to negate possible reading difficulties on the part of the respondents.

Each of the three data collection methods contain some items that are appropriate only to that method of data collection, but the majority of the items in all three approaches collect data on the same reported and observed behaviors. Using parallel items increases the chances that the reported behaviors are representative of the situations which are being described.

It is also important that all populations directly involved in the educational program serve as sources of data. Multiple sources and multiple methods of collection of data increase the accuracy of the description.

Overview of Evaluation Process

The evaluation process as it evolved from the Kunkel-McElhinney model and is presently in use at George Peabody College for Teachers requires a team effort from all participants. Ideally, students, school personnel and the evaluation team will be thoroughly informed of the purpose or purposes for which the evaluation is being conducted. Every effort is made to convey to the population being assessed that the evaluation team is coming to lend assistance in conducting a self-study. The evaluation

team does not assign a judgmental value to any finding but offers findings as accurate reporting of the data collected through structured interviews, questionnaires, and systematic observation. Data are neither created nor altered: they are summarized and reported as accurately as possible. The evaluation process utilized at Peabody College requires that identification and presentation of findings, implications and recommendations be conducted on a team basis. Certain simplistic regulations govern these team report writing sessions. These are as follows:

1. Findings, implications, and/or recommendations may not be originated and sustained solely on the basis of data solicited from a single source (i.e., student questionnaires).

2. Questionnaire data are not considered as having identified a major trend unless a majority of the respondents or a relatively high concentration of a widely scattered response frequency for a given item are in agreement as to the proper response.

3. A majority of the team members controls the inclusion of a given issue in the final report whenever group concensus cannot be reached by restating a given concept.

In the final analysis, the acceptance or rejection of data, a finding, an implication or a recommendation is the prerogative of the professional personnel of the building whose program is being evaluated.

Once the evaluation report is completed and distributed to the professional personnel being assessed, an adequate amount of time - generally two to four weeks - for reading and analyzing the report is provided. The evaluation team then re-enters the building to discuss the report, provide rationales for recommendations offered and suggest alternative approaches which might be encouraged, thus originating the initial in-service education meeting based on program evaluation within a given building.

Theoretical Process for In-service Education

For the purposes of this study, in-service education is defined as the initial self-study which occurs among the professional staff of a given school building as a result of an evaluative process which systematically generates data concerning the impact which said building's curricular program has upon the children it serves. Any curricular decisions, actions, or attitudinal changes resulting from intensive or long-range study of such evaluation data may be construed as contributing to the in-service education of the professional staff members in said buildings.

In-service education based on program evaluation requires the involvement and commitment on the part of a building's staff to either actively seek assistance in taking a systematic look at its curricular program or to passively accept such an examination whose orgin is with some

authoritative source. In either case, some degree of in-service education is likely to occur; however, in the latter case, the reluctance of a significant number of building personnel to become actively involved in seeking appropriate curricular alternatives could defuse the overall impact of the evaluative process.

The final reports for Lipscomb Elementary School and Highland Heights Junior High School were distributed to the appropriate faculties several weeks prior to their joint examination by the faculty and evaluation team. The initial meetings between the two parties basically centered around such questions as:

1. What data and educational philosophy were used as a basis for a given recommendation?

2. What can be done to correct an identified undesirable situation?

At Highland Heights, this predicated a four-week summer workshop which considered and dealt with the recommendations which had been presented in the report. At Lipscomb, nearly eight months elapsed prior to any external influence being exerted. In both cases, external curriculum consultants (Peabody doctoral fellows) were introduced to the buildings to assist in devising alternatives to those situations and programmatic characteristics which were deemed by the staff to be in need of revision. The long-range portions of this study are still operational and will serve as bases for future AERA proposals.

Purpose of Study

The purpose of this study was to assess the impact which program evaluation and subsequent short-term in-service education efforts had upon the curricular programs of two distinctly different school settings. In addition, the study examined and assessed the appropriateness of the model's instrumentation as perceived by the professional school personnel included in the study.

Procedure for the Study

The data collected for this study stems from the following three major sources: (1) written reports, (2) structured interviews, and (3) questionnaires. Support personnel in each of the two buildings were requested to draft and submit written summaries of those curricular benefits which were perceived as stemming directly from the evaluation or preliminary in-service meetings. Secondly, structured interviews were conducted with a random sampling of classroom teachers who had been involved in each of the projects since its conception. Finally, questionnaires were distributed to all professional employees who had been present in the respective buildings at the time of the evaluation and also during the follow-up study.

CHAPTER II

PRESENTATION OF DATA

Lipscomb Elementary School

Introduction to Lipscomb Elementary School

Lipscomb Elementary School, an educational unit of the Williamson County Schools, is located in a suburban-rural setting approximately five miles south of Nashville, Tennessee. At the time of the initial site visit, the school's physical facilities which combined to serve approximately 1,100 students (Grades 1-8) reflected an interesting conflict of school construction philosophy. The primary grades were housed in a relatively new addition which espoused an open-concept, team-teaching approach to education. The remaining population with the exception of Grade 5 was located in an older portion of the building which reflected a more traditional approach. Grade 5 was located adjacent to the main facility in four self-contained portable classrooms.

The total population for the evaluation project consisted of 36 teachers and 1,032 students which were then contained in Lipscomb School. At the conclusion of the 1971-72 school year, grades seven and eight were removed from the building and transferred to a newly completed junior high school.

Recommendations for Lipscomb Elementary School

In response to the curricular implications drawn from the initial study completed at Lipscomb Elementary School, the following recommendations were incorporated into the final building evaluation report:

1. Attention should be given to drafting a comprehensive philosophy of educational objectives appropriate to Lipscomb Elementary School. This need not be a bulky document. Rather a skeletal guideline which merges the diverse views presently held by staff members should suffice.

2. Teachers should be provided with additional planning time within the structure of the present school day.

3. Teachers should make a determined effort to incorporate media, field trips and other direct experiences into the curriculum.

4. Teachers should display more student work. It is the concensus of the evaluative team that such is a relatively simple means of enhancing the self-image of students. In addition, it may serve to develop within the students a greater sense of involvement. (Note: It was recognized that the evaluative visitation occurred immediately after Christmas vacation.)

5. The administration and the staff should cooperatively develop a series of in-service workshops based on concerns illuminated through this study or through a teacher questionnaire.

6. At all levels, provision should be made for increasing student involvement in curricular decision-making.

7. A greater effort should be made to capitalize on community resources.

8. A joint staff program designed to clarify the function and enhance the image of the school library (to students) should be implemented.

9. Efforts to establish the counseling and guidance program should be continued.

10. An effort should be made to expand the positive aspects of team teaching into upper grades. Such is especially true in grades seven and eight where the staff will likely find themselves in a similar situation next year.

11. A representative staff committee should be formed to devise a program for rapid learners. Individualization seems to be the present solution as perceived by the staff.

12. De-emphasize mathematics to a more appropriate level of concern while at the same time granting more attention to non-academic subjects (i.e., art, music, etc.).

13. Provide additional para-professional staff members. Perhaps the expansion of the present parent-aide program would suffice.

14. A representative staff committee should be formed to develop instrumentation by which upper elementary students may systematically provide their teachers with feedback regarding teacher performance, values and attitudes.

15. Lipscomb should provide a drug education program for upper elementary and secondary students.

16. The professional staff should continue to investigate innovative teaching techniques and methods designed to derive more efficiency from existing facilities.

Summary of Observations by Support Personnel
at Lipscomb Elementary School

As previously stated, support personnel (non-teaching professionals) were requested to list those benefits which they perceived as originating from the evaluation and subsequent in-service. At Lipscomb, these persons included the guidance counselor, the Peabody doctoral student working with program revision, and the elementary principal.

The following observations were cited by this group:

1. Guidance Counselor

   a. A group guidance program has been introduced emphasizing:

      (1) Grades 1-3 - improved self-concept, problem-solving techniques.

      (2) Grades 4-6 - peer relationships, adult-child, self-concept, problem-solving techniques, career development.

   b. More direct work with teachers concerning referrals, observations and consultations has occurred.

   c. Teachers have increased their community awareness.

   d. Teachers have increased their awareness of methods related to improving student self-concept.

   e. Team approach at all levels has facilitated discussions and consultation for students needing special attention.

   f. Follow-through by teachers of group guidance topics and also of methods used in individual counseling.

2. College Instructor-Observer

   a. Faculty meetings are held more regularly and are provided with a definite agenda.

   b. Individual teacher-teams are making arrangements to provide planning time for teams during the regular school day.

   c. Field trips are now a reality.

   d. Student work is displayed throughout the school.

   e. School library program provides students with freedom to take out books at any time of day or week.

   f. Guidance program has been developed and expanded.

g. Additional use of college student-observers provides teachers with much needed assistance, i.e., time, manpower and other experiences. These college students provide an interested, concerned listener for the shy, less capable child, the frustrated and bored child.

h. Beautification of teachers' lounge.

i. Parent-teacher cooperative programs under way. This provides teacher with time for community visitation and home observations.

3. Principal

a. Renewed attempt on the part of teachers to organize their teaching methods so they can more clearly meet with the individual needs of each child at whatever level he may be.

b. More cooperative attitude on the part of the faculty in sharing ideas as well as frustrations.

c. Students are being considered in planning and organizing special interest centers.

d. Virtually all faculty in-service meetings have been developed around some aspect of the study.

e. A new commitment on the part of the faculty and administration as a whole has evolved.

Teacher Interview Data from Lipscomb Elementary School

Seven elementary teachers who were present at Lipscomb Elementary School during the initial evaluation activities and the subsequent in-service program were queried regarding various aspects of their school's program and asked to identify curricular changes they perceived as stemming directly from the program evaluation activities.

In regard to the changes in philosophy and objectives which the teachers observed as stemming from the evaluation, two stated that nothing had resulted. The other five respondents offered such perceptions as initiated more individualization, more planning, more creativity, teachers working harder, reconsideration of priorities, more cooperation between teachers, and more child-directed activities.

Regarding the recommendation that students should be provided more opportunity to participate in school activities and curricular planning, all of the respondents saw some degree of change occurring as a result of the evaluation. Depending upon the grade level and the teacher perception, this ranged from a perceived slight change at one level to another level which perceived much student planning and involvement in curricular matters.

In the area of disciplinary procedures, the general concensus of opinions seemed to be that discipline had been relaxed as a result of the evaluation; in fact, certain persons cited the use of positive reinforcement and guidance as having reduced the need for discipline procedures. All teachers perceived some improvement as having occurred.

Only two respondents perceived a positive change in the library's offerings or scheduling. The identified changes were as follows: a scheduled time for reading period, greater freedom for students, better selection of books, and better understanding of the purpose of the library. The remaining five saw little or no change as having occurred in the library as a result of the evaluation process.

Seemingly dependent upon the grade level at which they were teaching during the evaluation, the teachers all cited some kind of perceived curricular innovation as having occurred as a direct result of the assessment. More notable of these innovations were: a nooks-and-crannies-on-special-events center, a self-concept-enhancing activity, guidance classes', individualization, teaming, and changing teaching methodology. The teachers perceived that such changes, although varying from one area to the other, were occurring on a system-wide basis.

All respondents reported that some attention had been given to increased community involvement. In one case, this consisted of only having discussed it in a group meeting. In other cases this included involvement of parents as teacher-aides, and the inclusion of a preliminary professional educational sequence course from George Peabody College for Teachers which was meeting in the building on the basis of twice a week.

Generally speaking, the teachers of Lipscomb Elementary School perceived the teacher-student relationship as having improved as a result of the evaluation. In cases where the relationship was perceived as being basically the same, it was stated as having been strong originally. Such was also the case in the relationships to be found between teacher-administrator and student-administrator. Comments received on interpersonal relationships in general were as follows: Always been strong, more relaxed, more concerned with what is good for the teacher, has been encouraging, more involvement, and much better.

Regarding the recommendation to include drug and sex education into the existing program, the teachers basically perceived the matter as having been resolved or as not needing attention. The exceptions to this were found in sixth grade where both topics had been incorporated into the science program and in the third grade where a unit on drug education had been included.

Concerning the recommendation to involve teachers in more in-service educational programs, the teachers perceived the inclusion of a volunteer in-service worker from Peabody College, group meetings to identify joint concerns and needs, increased use of outside resource personnel, improved quality of meetings, the additional use of media, and improved counseling services as being the most visible evidences of improved in-service education.

It is interesting to note that four of the seven respondents perceived themselves as having a higher degree of personal involvement and commitment than they had had prior to exposure to the evaluation process. Two indicated that their commitment had remained high; and the remaining respondents felt no additional personal involvement nor expressed any pretensions toward having had it originally.

When asked to cite other evidences of change which have occurred, the respondents offered the following items:

1. More favorable acceptance of the administration.
2. The study, in and of itself, was helpful and informative.
3. The inclusions of the Peabody students as teacher aides.
4. Changes in grading methods.
5. The creation of smaller groups for children.
6. The inclusion of a part time in-service education consultant.

Follow-up Teacher Questionnaire Results for Lipscomb Elementary

In response to the school program evaluation conducted at Lipscomb Elementary School and the subsequent in-service program teachers were queried as to the degree of effort which had been devoted to the drafting of a comprehensive philosophy of education and educational objectives appropriate for Lipscomb School. Table 1 indicates that approximately 82 percent of the teachers felt that at least some preliminary work and effort towards this had been accomplished.

Table 1 - Teacher results concerning effort to draft school philosophy and educational objectives.

Category	No. of Teachers	%
Great Effort	4	23.5
Some Effort	5	29.4
Some Planning and Preliminary Work	5	29.4
Little Effort	1	5.9
No Effort	1	5.9
No Response	1	5.9
Totals	17	100.0

Regarding the recommendation that additional teacher-planning time be provided within the normal school day, Table 2 indicates that approximately half of the teachers felt that something has been or is being done to alleviate the problem.

Table 2 - Teacher results concerning additional teacher-planning time in present school day.

Category	No. of Teachers	%
Great Effort	1	5.9
Some Effort	2	11.8
Some Planning and Preliminary Work	5	29.4
Little Effort	6	35.3
No Effort	3	17.6
No Response	0	0.0
Totals	17	100.0

Concerning the efforts of teachers to incorporate media, field trips, and other direct experiences into the curricular program at Lipscomb, Table 3 indicates that about 88 percent of the teachers feel that significant progress has been achieved.

Table 3 - Teacher results concerning incorporation into curriculum of media, field trips and other direct learning expenses.

Category	No. of Teachers	%
Great Effort	5	29.4
Some Effort	10	58.8
Some Planning and Preliminary Work	1	5.9
Little Effort	1	5.9
No Effort	0	0.0
No Response	0	0.0
Totals	17	100.0

Table 4 indicates that teacher display of student work has been significantly increased as a result of the program evaluation.

Table 4 - Teacher results concerning additional display of student work.

Category	No. of Teachers	%
Great Effort	12	70.6
Some Effort	5	29.4
Some Planning and Preliminary Work	0	0.0
Little Effort	0	0.0
No Effort	0	0.0
No Response	0	0.0
Totals	17	100.0

Another original recommendation was to create a school in-service workshop designed to investigate and deal with the concerns identified in the building evaluation report. Table 5 indicates that approximately 70 percent of the teachers felt effort has been made toward the achievement of this goal.

Table 5 - Teacher results concerning efforts to develop a series of in-service workshops designed to investigate the concerns illuminated through the school evaluation.

Category	No. of Teachers	%
Great Effort	2	11.8
Some Effort	8	47.0
Some Planning and Preliminary Work	2	11.8
Little Effort	3	17.6
No Effort	1	5.9
No Response	1	5.9
Totals	17	100.0

The original study recommended that teachers should include the students in curricular decision-making. Table 6 indicates that approximately 88 percent of the teachers perceive that such an effort has been made.

Table 6 - Teacher results concerning involvement of students in curricular decision-making.

Category	No. of Teachers	%
Great Effort	1	5.9
Some Effort	13	76.4
Some Planning and Preliminary Work	1	5.9
Little Effort	1	5.9
No Effort	0	0.0
No Response	1	5.9
Totals	17	100.0

The use of community resources for the enhancement of school/community relations was recommended in the original study. As indicated in Table 7, 94 percent of the teachers feel that some effort has been made to increase community involvement.

Table 7 - Teacher results concerning incorporation of community resources into the school program.

Category	No. of Teachers	%
Great Effort	8	47.0
Some Effort	6	35.3
Some Planning and Preliminary Work	2	11.8
Little Effort	1	5.9
No Effort	0	0.0
No Response	0	0.0
Totals	17	100.0

The evaluation report recommended that the staff should seek a better method of utilizing the library and strive to improve the students' perception of the library and its function. Table 8 indicates that a majority of the teachers (58.8%) feel that little progress has been made in the accomplishment of this recommendation.

Table 8 - Teacher results concerning effort regarding enhancement of the students' image of the library.

Category	No. of Teachers	%
Great Effort	2	11.8
Some Effort	5	29.4
Some Planning and Preliminary Work	0	0.0
Little Effort	3	17.6
No Effort	7	41.2
No Response	0	0.0
Totals	17	100.0

In regard to clearly establishing the function and purpose of the counseling and guidance program in the minds of the students, Table 9 indicates that approximately 94 percent of the teachers feel that such has already been accomplished or is in progress.

Table 9 - Teacher results concerning establishment of function and purpose of the counseling and guidance program in the minds of the students.

Category	No. of Teachers	%
Great Effort	11	64.7
Some Effort	4	23.5
Some Planning and Preliminary Work	1	5.9
Little Effort	0	0.0
No Effort	1	5.9
No Response	0	0.0
Totals	17	100.0

Individualized instruction with special emphasis on the rapid learners was the dominant curricular theme of the staff at the time of the evaluation. Table 10 indicates that approximately 35 percent of the teachers feel that some planning and/or work has been devoted to this effort. Forty-seven percent of the teachers indicate that little or nothing had been done in this area.

Table 10 - Teacher results concerning individualized instruction for rapid learners.

Category	No. of Teachers	%
Great Effort	1	5.9
Some Effort	3	17.6
Some Planning and Preliminary Work	2	11.8
Little Effort	2	11.8
No Effort	6	35.3
No Response	3	17.6
Totals	17	100.0

Regarding the enhancement of non-academic subjects such as art and music, 65 percent of the teachers indicated that some planning and effort had been made toward achieving a more acceptable level of curricular balance.

Table 11 - Teacher results concerning efforts to enhance the status of non-academic subjects such as art and music.

Category	No. of Teachers	%
Great Effort	1	5.9
Some Effort	8	47.0
Some Planning and Preliminary Work	2	11.8
Little Effort	3	17.6
No Effort	1	5.9
No Response	2	11.8
Totals	17	100.0

Efforts to deemphasize mathematics to a more appropriate level of concern within the scope of the total program, proved to be inconclusive. Table 12 lists the results.

Table 12 - Teacher results concerning the deemphasizing of mathematics to a more appropriate level of concern.

Category	No. of Teachers	%
Great Effort	0	0.0
Some Effort	6	35.3
Some Planning and Preliminary Work	0	0.0
Little Effort	3	17.6
No Effort	3	17.6
No Response	5	29.4
Totals	17	99.9

Inquiry as to the recommendation to expand the use of para-professionals such as parent-aides indicated that 76.5 percent of the teachers feel such has been accomplished. Table 13 presents the complete results received for this concept.

Table 13 - Teacher results concerning expansion of para-professional program.

Category	No. of Teachers	%
Great Effort	6	35.3
Some Effort	6	35.3
Some Planning and Preliminary Work	1	5.9
Little Effort	2	11.8
No Effort	2	11.8
No Response	0	0.0
Totals	17	100.1

Regarding the development of instruments for feedback to teachers from students concerning teacher performance, values and attitudes, the study found 64.7 percent perceived no effort toward the realization of this objective.

Table 14 - Teacher results concerning student feedback instruments.

Category	No. of Teachers	%
Great Effort	0	0.0
Some Effort	3	17.6
Some Planning and Preliminary Work	2	11.8
Little Effort	0	0.0
No Effort	11	64.7
No Response	1	5.9
Totals	17	100.0

Considering Lipscomb's location near a large urban center and the lack of comprehensive drug and sex education programs, the evaluation team recommended the inclusion of same into the total program. Table 15 indicates that about 50 percent of the teachers feel something is or has been done to date while another 35.3 percent feel no effort has been made.

Table 15 - Teacher results concerning provisions for drug and sex education programs at Lipscomb.

Category	No. of Teachers	%
Great Effort	0	0.0
Some Effort	7	41.2
Some Planning and Preliminary Work	2	11.8
Little Effort	0	0.0
No Effort	6	35.3
No Response	2	11.8
Totals	17	100.1

The final recommendation of the study identified a need to investigate innovative teaching techniques and methods designed to derive more efficiency from existing facilities. As Table 16 indicates, only 41.2 percent of the teachers felt that such an effort or planning has taken place. Thirty-five percent of the teachers perceive little effort in this area.

Table 16 - Teacher results concerning investigation of innovative teaching techniques designed to derive more efficiency from existing facilities.

Category	No. of Teachers	%
Great Effort	4	23.5
Some Effort	2	11.8
Some Planning and Preliminary Work	1	5.9
Little Effort	3	17.6
No Effort	3	17.6
No Response	4	23.5
Totals	17	99.9

Questionnaire Data Concerning Instrumentation

During the evaluation visit, 25 Lipscomb elementary teachers were asked to evaluate the quality, the nature and the personal reactions which they had regarding the evaluation instrumentation. Sixty percent of the teachers perceived the questions asked as significant and providing alternative answers closely related with their (the teacher's) personal judgment. Of the remainder, 28 percent perceived approximately half of the questions as being appropriate and 12 percent failed to respond or viewed the instrumentation negatively. All teachers perceived the interview and questionnaire techniques as being appropriate means for obtaining the judgments of the students and the staff.

Concerning the degree of honesty which the teachers were personally able to extend to the evaluation, 80 percent of the teachers felt that they had been completely honest, 12 percent had had some reservations and 8 percent indicated that they had tried to respond with the "expected" answers.

Highland Heights Junior High School

Introduction to Highland Heights Junior High School

Highland Heights Junior High School, an educational unit of the Metropolitan Nashville-Davidson County Schools, is located in an urban setting in Nashville, Tennessee. The combined facilities of the school house approximately 900 students (37% black) in grades seven-nine, and 37 teachers. The original portion of the building was occupied in 1930, a gymnasium was added several years later, a new wing was constructed in the late 1950's, and three portable units were added in 1971 to house science, math and band.

Recommendations for Highland Heights Junior High School

The final evaluation report for Highland Heights Junior High School contained the following recommendations:

1. Attention should be given to drafting a comprehensive philosophy of education and educational objectives appropriate for Highland Heights. This need not be a bulky document; rather, a skeletal guideline which merges the diverse views presently held by staff members and students.

2. Teachers should make a determined effort to incorporate media, field trips and other direct experiences into the curriculum programs.

3. At all levels, provision should be made for increasing student involvement in curricular decision-making.

4. A greater effort should be made to capitalize on community resources and to develop more school/community interaction.

5. A joint staff program designed to clarify the function and enhance the image of the school library for all subject areas should be implemented.

6. A representative staff committee should be formed to develop instrumentation by which teachers may systematically collect information regarding their performance, values and attitudes.

7. Highland Heights should provide a drug education program and a sex education program for junior high school students.

8. The professional staff should continue to investigate innovative teaching techniques and methods designed to derive more efficiency from the existing traditional facilities. Every effort should be made to overcome perceived limitations.

9. The professional staff should create a building-wide curriculum committee whose purpose should be to determine the school's curricular directions. Appropriate sub-committees should be instigated for subject areas and cross-disciplinary activities.

10. Teachers should strive to compliment students in a more personalized manner.

11. Extra-curricular activities should be expanded to incorporate more students (especially seventh grade students).

12. School administrators should attempt to interact with students on a personal level, rather than solely as enforcers of school regulations.

13. All professional personnel should actively pursue positive reinforcements as an alternative to overt student control.

14. A re-assessment of the "tracking" system presently being utilized should be initiated. A possible alternative to consider seems to be individualized instruction.

15. A continuing in-service education program should be instituted so that the potential and the capabilities of all staff members may be realized to their fullest. In the judgment of the evaluation team, the teachers perceived undue limitations - many of which were not supportable.

Summary of Observations by Support Personnel at Highland Heights Junior High School

At Highland Heights, support personnel consisted of a student advisor, the Peabody doctoral fellow and the Junior High principal. Their perceptions of the immediate outcomes gained from the evaluation and in-service were as follows:

1. Student Advisor

   a. "Mini-school" program is off to a better than expected start.

   b. Students seem to be enjoying the new program much better than the old traditional method.

   c. Follow-up in-service workshop needed to insure even greater success next year.

2. College Instructor-Observer

   a. Average daily attendance is up at Highland Heights.

   b. Fewer discipline problems exist at Highland Heights this year.

   c. Students say they enjoy school more this year.

   d. Teachers pursuing positive reinforcement as alternative to negative student behavior.

   e. Teachers working and planning together.

   f. Students say teachers do not "holler" as much as last year.

   g. Students involved in discipline committee, allows for new procedure.

h. More teachers each week starting or planning individualization of instruction.

i. Parent interest in "individualization" is markedly increased and participation in school functions has also increased.

3. Principal

a. Student attendance more consistant and shows improvement.

b. Discipline cases reduced significantly.

c. Serious confrontations between students, racial or otherwise, greatly reduced.

d. Students seem to be happier and more spontaneous.

e. Fewer schedule-change requests by students.

f. Teacher morale is much better.

g. Making better use of facilities (rooms and space) in spite of crowded conditions.

h. Better understanding of the roles of administration and guidance personnel by teachers.

i. Three departments in school recepients of special equipment and materials as a result of the new program.

j. EMR students have been successfully integrated into the regular classroom.

k. Community interest in the school has greatly increased.

l. Reorganization of the library has met with great enthusiasm.

Teacher Interview Data from Highland Heights Junior High School

Eight Junior High school teachers who were present at Highland Heights during the evaluation visit and also during the preliminary in-service meeting were asked during a structured interview to identify those changes which they perceived as resulting directly from the evaluation and the initial in-service meeting.

In regard to philosophy and objectives all professional personnel interviewed perceived change. Seven expressed the idea that the teachers as a whole had either reassessed the stated philosophy and objectives of the school or were more committed to operationalizing same.

All interviewees perceived an increase in positive student participation as having occurred. Three saw this as occurring through more comprehensive student activity offerings while four identified the increased participation as occurring in classroom situations. Of the remaining respondents, one perceived the change as being "global" and did not specify as to in which aspect of the school program the change could be found. The final respondent indicated that change had occurred in extra curricular activities, in curricular planning and in the development of school rules and regulations.

All professional personnel perceived some positive change in student disciplinary procedures as resulting from the evaluation. One interviewee suggested that either individual teachers now handle their own discipline problems or fewer disciplinary problems were occurring. Another indicated that what had constituted a discipline problem (i.e., noise) had been reassessed and that teachers were not as likely to label situations as disciplinary problems as had been true previously. A third cited personal scheduling problems which has been eliminated as being responsible for creating an atmosphere where fewer disciplinary problems occurred. The remaining four respondents professed that the creation of "Mini-Schools" and the newly attained "closeness" among the teachers in addition to the involvement of students via a student court as having produced a team approach to disciplinary procedures, thus reducing the number of disciplinary problems.

In regard to the quality of library services, four of the teachers perceived the library as having been significantly improved. Reasons offered for this gain included: a more relaxed atmosphere, additional volunteer help and procedural or mechanical changes in library policy. Two other teachers indicated that organizational changes had occurred, but, as of yet, the library had not reached its full potential. Of the remaining respondents one perceived no visible improvement and the other refrained from comment.

When queried as to what curricular innovations have resulted from the evaluation, six of the interviewees perceived a higher degree of individualization and the creation of "Mini-Schools" as being the most significant occurrences. Also mentioned were: additional audio-visual materials, formation of an arts and crafts course (2), mini-courses, increased student choice of curricular offerings, introduction of learning centers, and the reduction of number of textbooks utilized coupled with an increase in teacher and student made materials.

Six of the eight respondents perceived intensified efforts to involve parents and other community resources as having resulted from the evaluation. Among those techniques being used were: parent aides (some of which were qualified teachers) and community visitations by teachers one day per week in an effort to meet the children's parents. Of the other interviewees, one did not feel that total utilization had been realized and the other made no comment.

Generally all teachers perceived interpersonal relationships between teacher-student, teacher-administrator, and student-administrator as

being vastly improved. Among those descriptions used to describe these conditions were: "1000% improved," "great," "freer," "better communications," and "no comparision."

In regard to drug and/or sex education, three of the respondents felt that some effort had been initiated. Of these, one indicated that such instruction had been incorporated into existing health courses, another indicated that a campaign against veneral disease had been instigated and the third indicated that some limited effort had been made at the beginning of school. A fourth respondent indicated that such efforts were being planned for a later date. The remaining interviewees (3) indicated that they had no knowledge of efforts made in these areas or that parental pressure precludes sex education from the school. (It is interesting to note that shortly after these interviews were conducted, Highland Heights received supportive local television coverage of a drug education program which had been launched.)

Regarding the in-service education which had resulted from the evaluation, all but one of the interviewees indicated a more purposeful use of in-service or professional days had occurred. Among examples cited were: once a week meetings with building administrators, extensive planning sessions, school board visitations to gain structural changes within the building, development of faculty in-service and curricular planning committees, and the addition of professional resources such as films, workshops, etc. The remaining teacher failed to respond.

Seven of the teachers interviewed perceived a greater personal involvement and commitment as being fostered either among their peers or within themselves. Three indicated that they no longer felt isolated from the rest of their peers or that a closeness and understanding had resulted which had not previously been present. The remaining participant indicated that no personal change had occurred.

When at the conclusion of the interview each of the teachers was asked to identify additional concerns which the follow-up evaluators had failed to deal with, the majority offered responses relating to topics which had been previously discussed or offered no comment. The exceptions were as follows:

1. I would like to talk more.

2. We allow kids to bring records to school.

3. More teachers are looking at students as being people rather than as pegs to be fitted into holes. Teacher expectations for students are kinder.

Follow-up Teacher Questionnaire Results for Highland Heights

The initial program evaluation at Highland Heights Junior High School resulted in a series of recommendations. Following the evaluation

an in-service workshop was established to discuss and devise alternative strategies for correcting and/or implementing appropriate curriculum changes. The following are the follow-up questionnaire results of teacher perceptions concerning the effect which the professional staff perceived as having been made.

With regard to drafting a comprehensive philosophy of education and/or educational objectives appropriate for Highland Heights, Table 1 reveals that 88 percent of the teachers perceived that effort toward this goal has been perpetuated. An additional eight percent felt that at least some minimal planning had been done.

Table 17 - Teacher results concerning effort to draft school philosophy and educational objectives.

Category	No. of Teachers	%
Great Effort	15	60.0
Some Effort	7	28.0
Some Planning and Preliminary Work	2	8.0
Little Effort	0	0.0
No Effort	1	4.0
No Response	0	0.0
Totals	25	100.0

Concerning more determined effort to incorporate media, field trips, and other direct learning experiences into the curriculum, Table 18 indicates that 80 percent of the teachers perceived that significant progress toward this objective had been made. The remaining 20 percent felt that some preliminary planning and work had begun.

Table 18 - Teacher results concerning incorporation into the curriculum of media, field trips and other direct learning experiences.

Category	No. of Teachers	%
Great Effort	11	44.0
Some Effort	9	36.0
Some Planning and Preliminary Work	5	20.0
Little Effort	0	0.0
No Effort	0	0.0
No Response	0	0.0
Totals	25	100.0

In regard to incorporating students into the curricular decision-making process at Highland Heights, 92 percent of the teachers perceived that such had been partially achieved. Table 19 lists the total results received for this item.

Table 19 - Teacher results concerning inclusion of students in the curricular decision-making process.

Category	No. of Teachers	%
Great Effort	7	28.0
Some Effort	10	40.0
Some Planning and Preliminary Work	6	24.0
Little Work	2	8.0
No Effort	0	0.0
No Response	0	0.0
Totals	25	100.0

Another recommendation was to interject additional community resources into the program so as to enhance school/community interaction. Herein, teacher responses indicate that a degree of planning and work has been achieved. Table 20 denotes that 84 percent of the teachers agree on progress in this area.

Table 20 - Teacher results concerning community involvement for enhancement of school/community interaction.

Category	No. of Teachers	%
Great Effort	8	32.0
Some Effort	10	40.0
Some Planning and Preliminary Work	3	12.0
Little Effort	2	8.0
No Effort	1	4.0
No Response	1	4.0
Totals	25	100.0

Regarding enhanced utilization of the school library for all subject areas, the following study found 72 percent of the teachers answering perceived that real effort toward utilization of this goal had been made. An additional 12 percent felt that some planning had begun. Table 21 presents the complete results received.

Table 21 - Teacher results concerning enhancement of the image of the school library for all subject areas.

Category	No. of Teachers	%
Great Effort	6	24.0
Some Effort	12	48.0
Some Planning and Preliminary Work	3	12.0
Little Effort	3	12.0
No Effort	1	4.0
No Response	0	0.0
Totals	25	100.0

A recommendation from the original evaluation identified a need for devising instrumentation by which teachers could receive systematic feedback from students concerning instructional performance, teacher values and attitudes. Fifty-two percent of the respondents indicate that some initial planning and effort had been made. The remainder expressed a skeptical perception. Table 22 contains the results.

Table 22 - Teacher results concerning efforts toward development of instrumentation for feedback concerning teacher performance, values and attitudes.

Category	No. of Teachers	%
Great Effort	3	12.0
Some Effort	3	12.0
Some Planning and Preliminary Work	7	28.0
Little Effort	8	32.0
No Effort	2	8.0
No Response	2	8.0
Totals	25	100.0

Concerning the original recommendation for drug and sex education programs at Highland Heights, 72 percent of the teachers indicated that such was being achieved. Table 23 contains the complete range of teacher results for this item.

Table 23 - Teacher results concerning efforts toward inclusion of drug and sex education into the curriculum at Highland Heights.

Category	No. of Teachers	%
Great Effort	2	8.0
Some Effort	8	32.0
Some Planning and Preliminary Work	8	32.0
Little Effort	5	20.0
No Effort	1	4.0
No Response	1	4.0
Totals	25	100.0

Regarding perceived limitations (by professional staff) that traditional building facilities exert upon the implementation of innovative teaching techniques, 88 percent of the faculty indicates that efforts to overcome these attitudes had been effected - indeed, 60 percent stated great effort had occurred. (Note: The one time all-inclusive junior high has been divided into three separate experimental "Mini-Schools" which possess a certain degree of autonomy. Mini-courses within and across the "Mini-School's" lines break the traditionalism. In addition, the absence of bells for class change may have contributed to atmospheric changes perceived by teachers.

Table 24 - Teachers results concerning efforts to overcome perceived limitations in traditional facilities for implementation of innovative teaching techniques.

Category	No. of Teachers	%
Great Effort	15	60.0
Some Effort	5	20.0
Some Planning and Preliminary Work	2	8.0
Little Effort	1	4.0
No Effort	0	0.0
No Response	2	8.0
Totals	25	100.0

An effort to organize a representative building-wide curriculum committee to determine the future curricular direction of the school was perceived by 56 percent of the teachers as having been accomplished. An

additional 16 percent perceived that some preliminary planning had occurred. Table 25 presents complete teacher questionnaire responses.

Table 25 - Teacher results concerning development of building-wide curriculum committee.

Category	No. of Teacher	%
Great Effort	8	32.0
Some Effort	6	24.0
Some Planning and Preliminary Work	4	16.0
Little Effort	4	16.0
No Effort	1	4.0
No Response	2	8.0
Totals	25	100.0

A major recommendation for the consideration of the faculty of Highland Heights was to become more aware of and to strive to compliment students in a more personalized manner. Ninety-six percent of the teachers felt genuine effort had been made toward the achievement of this objective. The full spectrum of results for this item is as follows:

Table 26 - Teacher results concerning efforts to compliment students in a more personalized manner.

Category	No. of Teacher	%
Great Effort	13	52.0
Some Effort	11	44.0
Some Planning and Preliminary Work	0	0.0
Little Effort	1	4.0
No Effort	0	0.0
No Response	0	0.0
Totals	25	100.0

Another major recommendation of the original study was to define a procedure for including more students (especially seventh graders) in extracurricular activities. The teachers response, as seen in Table 27 indicates that approximately 84 percent of the teachers believe that this goal to some degree has been achieved.

Table 27 - Teacher results concerning inclusion of more students (especially seventh graders) into the extracurricular activities at Highland Heights.

Category	No. of Teachers	%
Great Effort	6	24.0
Some Effort	12	48.0
Some Planning and Preliminary Work	3	12.0
Little Effort	1	4.0
No Effort	0	0.0
No Response	3	12.0
Totals	25	100.0

Eighty-four percent of the teachers perceived that the administration had made a successful attempt to interact with students on a more personalized level, and an additional 12 percent felt that some preliminary planning and work had begun in this area.

Table 28 - Teacher results concerning student-administrator interaction on a more personalized level.

Category	No. of Teachers	%
Great Effort	12	48.0
Some Effort	9	36.0
Some Planning and Preliminary Work	3	12.0
Little Effort	0	0.0
No Effort	1	4.0
No Response	0	0.0
Totals	25	100.0

Concerning the use of positive reinforcement as an alternative to punitive student control, 96 percent of the teachers perceived that such has been realized. The remaining four percent felt that some preliminary work had been done in this area.

Table 29 - Teacher results concerning efforts to pursue positive reinforcement as an alternative to punitive student control.

Category	No. of Teachers	%
Great Effort	8	32.0
Some Effort	16	64.0
Some Planning and Preliminary Work	1	4.0
Little Effort	0	0.0
No Effort	0	0.0
No Response	0	0.0
Totals	25	100.0

With reference to an identified need for a program of individualized instruction to replace "tracking", 88 percent of the teachers felt some positive effort had been made toward the achievement of this end. A complete listing of the responses for this item follows in Table 30.

Table 30 - Teacher results concerning efforts toward individualization of instruction to replace "tracking" system.

Category	No. of Teachers	%
Great Effort	16	64.0
Some Effort	6	24.0
Some Planning and Preliminary Work	1	4.0
Little Effort	0	0.0
No Effort	0	0.0
No Response	2	8.0
Totals	25	100.0

An on-going in-service program was recommended by the original study and 80 percent of the teachers at Highland Heights felt progress had been made in this direction. Only three of the teachers felt that no accomplishment had been achieved. See Table 31 for the complete results.

Table 31 - Teacher results concerning implementation of a continuing education program designed to capitalize on the potential capabilities of each staff member.

Category	No. of Teachers	%
Great Effort	4	16.0
Some Effort	12	48.0
Some Planning and Preliminary Work	4	16.0
Little Effort	2	8.0
No Effort	1	4.0
No Response	2	8.0
Totals	25	100.0

Questionnaire Data Concerning Instrumentation

In the initial study, the 37 junior high school teachers were asked to evaluate the quality, the nature and the personal reactions which they had regarding the instruments used in the evaluation. Of the 18 teachers returning these forms, 50 percent felt the questions were significant and provided balanced choices. The remainder was equally divided between: (1) about half of the questions were worthwhile, (2) questionnaires in general were inadequate, and (3) no answer.

Concerning the degree of honesty which they were able to exhibit to the evaluation, 61 percent of the teachers felt they had been completely honest, and 22 percent indicated that they had responded with some reservation. The remaining 17 percent had no response to this part of the questionnaire.

CHAPTER III

SUMMARY, MAJOR FINDINGS AND CONCLUSIONS

Summary

The purposes of this study were twofold. First of all, the study investigated the feasibility of transferring the Kunkel-McElhinney model of program evaluation from its geographic origins (North-Central Indiana) to the Central South (Metropolitan Nashville, Tennessee). Secondly, the study assessed the immediate and short-range in-service educational benefits which were perceived by the cooperating professional personnel from Lipscomb and Highland Heights Schools as being direct results of their respective program evaluation.

Major Findings and Conclusions

Based on the perceptions of classroom teachers and other professional school personnel which were solicited through structured interviews, written reports by participant observers, and teacher questionnaires, the following conclusions have been drawn regarding the use of the Kunkel-McElhinney Model of Program Evaluation as a basis for formulating individual building in-service education programs:

1. The Kunkel-McElhinney model of curriculum evaluation can serve as an effective vehicle with which to collect data and accurately describe the teaching-learning situation of a given school building in geographic areas removed from that for which it was originally intended (i.e. North-Central Indiana).

   During the original evaluation visits to the respective buildings, the professional personnel were asked to evaluate the quality and appropriateness of the instrumentation used to collect data. Combined results from the two buildings indicate that a majority of the teachers perceived the instrumentation as being appropriate and of good quality. In fact, of the 39 faculty members who responded to this inquiry, 34 (61.5%) rated the instrumentation in the highest possible category. Of the remainder, 10 (25.6%) saw the instrumentation as being somewhat adequate and 5 (12.8%) responded negatively.

2. Program evaluation can lend both structure and meaning to an ensuing in-service education program based on its findings and recommendations. Without exception, all fundamental recommendations made in the original study have been perceived by the teachers at Highland Heights as being implemented to the curriculum of the school.

   Fifty percent of the teachers at Lipscomb listed the recommendations as having been realized in 12 of the 16 recommended areas. Only the areas such as library enrichment, individual instruction for rapid learners, de-emphasizing mathematics, and student feedback were perceived as having less than desirable improvement.

3. Participation in a program evaluation enhances the possibility of teacher involvement in and commitment to desirable curricular change within a given school building.

   The remarks by the teacher from the follow-up interviews (i.e. "more relaxed," "more involvement," "teacher-student relationship improvement," etc.) indicated that many desirable curricular changes and enhancement of total school program have occurred as a direct result of the evaluation.